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ABSTRACT

This set of 6 modules on personal care is 1 of 11 sets in the Health Occupations Education I instructional package for the first year of a 2-year course of study. The materials are designed to prepare students through individualized instruction for entry-level job opportunities on health care teams in a variety of practice settings. Each module may contain some or all of the following components: introduction, directions with materials needed to complete the module, objective, learning activities, student information, student self-check, check-out activities, and evaluator's final checklist to rate student performance. Modules cover these tasks: caring for patient's hair and nails, giving the patient a bath, shaving a male patient, caring for a patient's skin, giving oral care, and assisting patients in dressing and undressing. (YLB)

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HEALTH OCCUPATIONS EDUCATION I

MODULE NO. VI-A to VI-F

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CARING FOR PATIENT'S HAIR AND NAILS

INTRODUCTION

It is important to the morale of the patient to provide regular care for personal grooming. Neat, clean hair makes a person feel much better. Hair care should be given regularly during an illness, just as when the person is not ill. Many patients will be able to care for their own fingernails and toenails. Occasionally, you will have to perform nail care for the patient who is unconscious, unsteady, or blind.

In this module you will learn how to brush or comb a patient's hair without causing discomfort to the patient. You will also learn how to make a newspaper trough and install it so that you may wash a bedridden patient's hair. Additionally, you will learn how to care for or assist a patient in caring for toenails and fingernails. Many of these procedures are done when giving the bath. The shampoo should be done at a separate time so that the patient will not become overtired.

DIRECTIONS

In order to complete this module you will need a towel, comb or brush, orangewood stick, basin, blunt scissors, lotion, and newspaper.

Before you start to work on this module, be sure you have completed the modules entitled, "Washing Hands," and "Making Occupied Beds."

Read the objectives. If you think that you are already able to perform this task, read the Check-Out Activities. Then either arrange with your evaluator about doing the Check-Out Activities.

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVES

Given a helpless patient who is unable to care for his/her hair, demonstrate daily hair care required. The hair must be combed or brushed gently, free of tangles, and arranged neatly.

Given an orangewood stick, a basin of warm water, blunt scissors, and lotion, give toenail and fingernail care to a patient. The nails must be clean and trimmed to a length to allow white to show under the entire end of the nail, and there must be no rough edges, skin breaks, or irritations.

Given a patient who is to have a shampoo in bed, make a newspaper trough and install it correctly.

LEARNING ACTIVITIES

1. READ about the special care of hair on pages 662-674 in your text, Nursing Skills for Allied Health Services.

   (and/or)_____.

2. COMPLETE Student Self-Check, TERMINOLOGY.

3. PRACTICE brushing and combing another student's hair correctly, without causing discomfort.

   (and/or)_____.

4. PRACTICE the technique of braiding hair by braiding heavy rug yarn.

   (and/or)_____.

5. MAKE a newspaper trough and place it correctly as if you were going to wash a patient's hair.

   (and/or)_____.

6. REVIEW the post-test on pp. 679-680 of your text, Nursing Skills for Allied Health Services. Write the answers on a separate sheet of paper and compare them to the answer sheet on page 681.

7. READ about the care of fingernails and toenails on p. 461 in your text, Nursing Skills for Allied Health Services.

   (and/or)_____.

8. COMPLETE Student Self-Check, CARE OF FINGERNAILS AND TOENAILS.

9. PRACTICE the techniques of fingernail care with a student partner.

   (and/or)_____.

10. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Terminology

Match the words in Column A with their definitions in Column B. Record your answers on a separate sheet of paper. Check your answers with the key.

Column A

1. braiding
2. dandruff
3. nits
4. pediculosis
5. proximal
6. trough
7. shaft
8. nutrient

Column B

A. food

B. visible portion of the hair

C. near

D. shallow piece of equipment used to protect bedding during shampoo

E. used to keep long hair neat

F. presence of lice on the body

G. eggs of the lice

H. fungus infection of scalp

STUDENT SELF-CHECK

Care of Fingernails and Toenails

Read each statement and answer with the correct word or phrase. Record your response on a separate sheet of paper. Check your answers with the key.

1. Fingernails and toenails should not be routinely cut on two types of patients. They are: a _____ b _____.
2. How can you soften thick, tough nails before cutting them?
3. Nails which grow into the skin along the sides of the fingers and toes are called _____.
4. Why is an orangewood stick used?
5. Why is nail polish removed before a patient goes to surgery?

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, CARING FOR PATIENT'S HAIR AND NAILS.

Given a helpless patient who is unable to care for the hair, demonstrate daily hair care required.

Given a patient who is to have a shampoo in bed, make a newspaper trough.

Given an orangewood stick, a basin of warm water, blunt scissors and lotion, give toenail and fingernail care to a patient.

CARING FOR PATIENT'S HAIR AND NAILS

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of caring for patient's hair and nails.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. When demonstrating daily hair care, the student:				
a. combed or brushed hair gently so that it was free from tangles	[ ]	[ ]	[ ]	[ ]
b. arranged hair neatly	[ ]	[ ]	[ ]	[ ]
2. When demonstrating how to give a shampoo in bed, the student:				
a. made newspaper trough	[ ]	[ ]	[ ]	[ ]
b. installed newspaper trough correctly	[ ]	[ ]	[ ]	[ ]
3. When giving nail care to a patient, the student:				
a. cleaned fingernails and toenails	[ ]	[ ]	[ ]	[ ]
b. trimmed nails to a length to allow white to show under the entire end of the nail	[ ]	[ ]	[ ]	[ ]
c. left no rough edges, skin breaks or irritations	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

Terminology

1. E
2. H
3. G
4. F
5. C
6. D
7. B
8. A

STUDENT SELF-CHECK KEY

Care of Fingernails and Toenails

1. a. diabetic patients
   b. patients who have circulatory disease of the lower extremities
2. soaking for 15 minutes in warm, soapy water
3. ingrown nails
4. to push the cuticle back
5. so that a patient's nail beds may be observed.

GIVING THE PATIENT A BATH

INTRODUCTION

Habits of personal hygiene vary greatly, but a daily bath is important to the patient's comfort and health. A warm bath, using a mild soap, removes perspiration and dirt, increases circulation, and gives the patient some exercise. A bath given in an unhurried manner can be refreshing and soothing. Some patients will require bed baths, while others will be allowed to take showers or tub baths with the doctor's permission.

In this module you will learn about the three ways a patient may be given a bath: complete bed bath, partial bed bath, or a tub bath. You will also learn to give a sitz bath, which is a method of administering a soak to the pelvic area. Some facilities have special tubs for this purpose, while others use regular tubs.

DIRECTIONS

In order to complete this module you will need towel, washcloth, bath blanket, bath thermometer, soap, patient's clean clothes or hospital gown, portable sitz bath (if available), rubber ring (optional).

Before you start to work on this module, be sure you have completed the modules entitled "Transporting Patients" and "Making Occupied Beds."

Read the objective. If you think you are already able to perform this task, read the Check-Out Activity. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVES

Given bath linens, bath thermometer, soap and patient's clean clothes or hospital gown, administer a partial or complete bed bath to a patient. The following criteria must be met:

1. Patient is accorded privacy and comfort.
2. Patient is clean.
3. Regard rules for patient's safety.

Given bath towels, bath thermometer, bath blanket and a rubber ring (optional), administer a tub or sitz bath to a patient. The following criteria must be met:

1. The water temperature must be prepared and maintained at correct level.
2. The patient must be assisted into and out of the sitz bath without undue discomfort, observing safety measures.
3. The sitz bath must continue for the designated time.

LEARNING ACTIVITIES

1. READ about bathing on pp. 233-242 and pp. 246-254 in your text, Nursing Skills for Allied Health Services,

   (and/or) _____

2. COMPLETE Student Self-Check, TERMINOLOGY.

3. VIEW Trainex filmstrip, "Bed Bath,"

   (and/or) _____

4. PRACTICE at home; give yourself a complete sponge bath using the bathroom sink and correct bed-bath technique,

   (and/or) _____

5. COMPLETE Student Self-Check, TYPES OF BATHS.

6. PRACTICE giving a complete bed bath using another student as a patient,

   (and/or) _____

7. DESCRIBE to another student what you would do differently to give a partial bath or self-administered bath,

   (and/or) _____

8. DESCRIBE to another student the safety measures for the patient receiving a tub bath,

   (and/or) _____

9. REVIEW the procedure for a sitz bath, (see p. 257 of your text). Note the differences between a tub bath and a sitz bath,

   (and/or) _____

10. COMPLETE Student Self-Check, GIVING THE PATIENT A BATH.

11. ARRANGE with your evaluator to complete this module by going through the Check-Out Activity.

STUDENT SELF-CHECK

Terminology

Match the words in Column A with their definitions in Column B. Record your answers on a separate sheet of paper. Check your answers with the key.

Column A

1. supporation
2. perineal region
3. necrotic tissue
4. axilla
5. bath blanket
6. distal
7. genitals
8. horizontal
9. proximal
10. perineum

Column B

A. covering for a patient

B. pus formation

C. armpit

D. area including the rectum and genitals

E. area between the anus and vulva in the female and between the anus and scrotum in the male

F. dead tissue

G. across

H. away from the body

I. nearest

J. the external sex glands

STUDENT SELF-CHECK

Types of Baths

Read the following list of terms. Match each term with its appropriate definition. Fill in the crossword puzzle with the correct term. Compare your answers with the key.

Terms

a. OB

b. CC

c. PT

d. GU

e. PM

f. AM

g. OR

h. Bed

i. Sitz

j. Soak

k. Sponge

l. Medicated

m. Whirlpool

n. Soothing

o. Partial

p. Cleansing

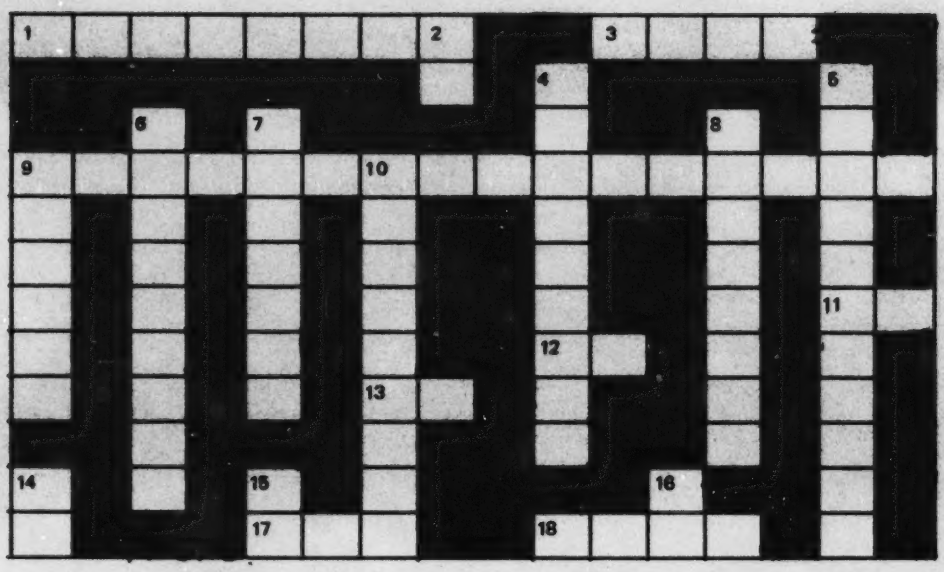
q. Relaxing

r. Therapeutic

s. Self-administered

STUDENT SELF-CHECK

Types of Baths



Definitions

Across

1. oatmeal and starch added to water makes this bath
3. a bath that loosens diseased or necrotic tissue
9. performed by the patient
11. care provided in the evening
12. abbreviation for operating room
13. care provided in the morning
17. _____ pan is offered before the bath
18. brings moist heat to the perineum

Down

2. abbreviation for genito urinary
4. a bath that gives skin a gentle massage
5. performed for a desired physical reaction
6. used to refresh the patient
7. includes the face, hands, armpits, back and perineal area
8. water is provided to cover entire body, excluding head; given to reduce temperature
10. intended to serve as soothing sedation or relief of a skin disorder
14. abbreviation for cubic centimeter
15. abbreviation for obstetrics
16. abbreviation for physical therapy

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STUDENT SELF-CHECK

Giving the Patient a Bath

Read each statement and answer with the correct word or phrase. Record your response on a separate sheet of paper. Check your answers with the key.

1. The temperature of bath water should be _____.
2. A wash cloth should be held so that _____.
3. The bath water should be changed after washing _____
4. You should not leave the soap in the bathwater because _____.
5. The partial bath includes washing the following parts of the body:
6. A tub bath should not exceed _____ minutes..
7. The temperature of the water for a sitz bath should be _____.
8. A sitz bath is used to provide _____ to the perineal or rectal area.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. As you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, GIVING THE PATIENT A BATH.

Given bath linens, bath thermometer, soap and patient's clean clothes, administer a complete bed bath to a patient.

Given bath towels, bath thermometer, bath blanket, and a rubber ring (optional), administer a sitz bath to a patient.

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of giving the patient a bath.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. When giving a complete bed bath to a patient, the student:				
a. Gave patient necessary privacy and comfort	[ ]	[ ]	[ ]	[ ]
b. Cleaned patient	[ ]	[ ]	[ ]	[ ]
c. Adhered to rules of safety	[ ]	[ ]	[ ]	[ ]
2. When administering a sitz bath to a patient, the student:				
a. Prepared and maintained water temperature to correct level	[ ]	[ ]	[ ]	[ ]
b. Assisted patient into and out of sitz bath without discomfort	[ ]	[ ]	[ ]	[ ]
c. Observed safety rules	[ ]	[ ]	[ ]	[ ]
d. Continued sitz bath for designated time	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

Terminology

1. B
2. D
3. F
4. C
5. A
6. H
7. J
8. G
9. I
10. E

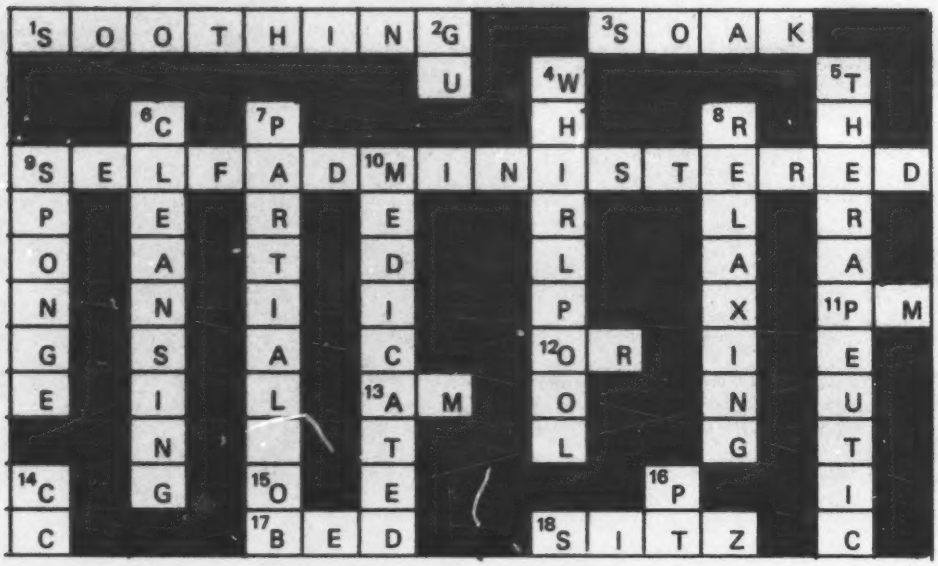
STUDENT SELF-CHECK KEY

Giving the Patient a Bath

1. $110^{\circ} - 115^{\circ}$ F (43.3°–46.1° C)
2. none of the four corners are hanging loose and dragging across the patient
3. the feet
4. the water becomes too soapy
5. face, hands, armpits, back, genital area, and feet
6. 15 - 20
7. $100^{\circ} - 110^{\circ}$ F (37.7°–43.3° C)
8. moist heat

STUDENT SELF-CHECK KEY

Types of Baths


1S O O T H I N 2G 3S O A K
U 4W 5T
6C 7P H 8R H
9S E L F A D 10M I N I S T E R E D
P E R E R L R
O A T D L A A
N N I I P X 11P M
G S A C 12O R I E
E I L 13A M O N U
N T L G T
14C G 15O E 16P I
C 17B E D 18S I T Z C

Across

1. Soothing
3. Soak
9. Self-administered
11. PM
12. OR
13. AM
17. Bed
18. Sitz

Down

2. GU
4. Whirlpool
5. Therapeutic
6. Cleansing
7. Partial
8. Relaxing
9. Sponge
10. Medicated
14. CC
15. OB
16. PT

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SHAVING THE MALE PATIENT

INTRODUCTION

Daily shaving is part of the routine self care of most men. This activity should not be neglected in the hospital. A patient is usually able to shave himself. In this case you assist him mainly by providing him with the necessary equipment. If a patient is too ill or weak to shave himself, you should offer to do it for him. The electric razor is usually the easiest to use, but it may be necessary to use a safety razor. In this module you will learn the technique of shaving a patient with a safety razor.

DIRECTIONS

In order to complete this module you will need a basin of warm water, shaving cream, safety razor, after shave lotion or powder (optional), towel, and mirror.

Before you start to work on this module, be sure you have completed the modules entitled: "Washing Hands", "Giving the Patient a Bath", and "Making the Occupied Beds."

Read the objective. If you think you are already able to perform this task, read the Check-Out Activity. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Given a safety razor, shaving cream, after-shave lotion or powder and a patient, shave the patient with a safety razor. The procedure must be performed with minimum discomfort to the patient; the face must be clean shaven with no cuts or scratches.

LEARNING ACTIVITIES

1. READ about shaving on page 250 in your text, Nursing Skills for Allied Health Services,

   (and/or) _____

2. READ Student Information Sheet, SHAVING A MALE PATIENT,

   (and/or) _____

3. COMPLETE Student Self-Check, SHAVING THE MALE PATIENT.

4. VIEW Trainex filmstrip, "Bed-Bath,"

   (and/or) _____

5. PRACTICE with another student the art of shaving a patient using a safety razor without the blade,

   (and/or) _____

6. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Procedures for Shaving a Male Patient

Before shaving a patient, practice the following procedural steps:

1. Wash hands.
2. Identify patient.
3. Explain procedure to the patient.
4. Prepare the patient.
   a. Raise head of bed.
   b. Spread towel under patient's chin.
5. Prepare equipment.
   a. Adjust light so that it shines on patient's face.
   b. Assemble and place equipment on bedside table.
6. Shave patient.
   a. Put some warm water on patient's face to soften beard.
   b. Apply shaving soap or lather generously to patient's face.
   c. With fingers of one hand, hold the skin taut as you shave in the direction of the hair growth.
   d. Start under the sideburns and work downward over the cheeks.
   e. Continue carefully over the chin; work upward on the neck under the chin.
   f. Use short strokes.
7. Complete after-shave care.
   a. Wash patient's face and neck to remove remaining soap or lather.
   b. Apply antiseptic if skin has been nicked.
   c. Apply after-shave lotion or powder if patient desires.
8. Care for equipment.
   a. Wash, rinse, and dry razor and other equipment.
   b. Replace equipment in proper place.
9. Wash hands.
10. Report and record procedure.

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STUDENT SELF-CHECK

Shaving the Male Patient

Read each statement and determine whether it is true or false. On a separate sheet of paper record your response. Compare your answers with the key.

1. Use cold water so that hair on face will stand up.
2. Start under sideburns and work downward over cheeks.
3. Use long, easy strokes when shaving a patient.
4. Use a small amount of soap as it will get in patient's eyes.
5. When shaving neck, use upward strokes toward the chin.
6. Use antiseptic if patient is nicked.

CHECK-OUT ACTIVITIES

The statement below explains the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, SHAVING THE MALE PATIENT.

Given a safety razor, shaving cream, after-shave lotion or powder, and a patient, shave the patient with a safety razor.

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of shaving the male patient.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
When shaving a patient, the student:				
1. Performed with minimum discomfort to the patient.	[ ]	[ ]	[ ]	[ ]
2. Shaved face clean with no cuts or scratches.	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

Shaving the Male Patient

1. False
2. True
3. False
4. False
5. True
6. True

CARING FOR PATIENT'S SKIN

INTRODUCTION

The skin is one of the most important organs of the body and tells us much about the general health of the individual. Care of the skin is not only a part of the patient's daily routine; it is also a special procedure in certain cases as infants, incontinent patients, patients who are unable to move for long periods of time because of casts, traction, or paralysis. The elderly patient also requires special skin care to prevent skin breakdown or pressure sores. In this module you will learn to give a backrub which will relax back muscles and stimulate blood circulation in the skin. You will also learn how to give skin care to the patient that is incontinent, has a pressure sore, is in a cast, or is immobilized in traction.

DIRECTIONS

In order to complete this module you will need soap, water, towel, back lotion, powder and any other necessary supplies.

Before you start to work on this module, be sure you have completed the modules entitled "Giving the Patient a Bath", and "Making Occupied Beds,"

Read the objective. If you think you are already able to perform this task, read the Check-Out Activity. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVES

Given soap, water, towel, back lotion and powder, give a backrub to patient. The following criteria must be met:

a. Provide for privacy and adjust patient's position.
b. Use circular motions and long smooth strokes.
c. The student's findings agree with the instructor's findings with regard to any abnormal skin condition.

Given a comatose patient, lotion, towel, soap, water, powder, and any other necessary supplies, give skin care to patient. The following criteria must be met:

a. Change patient's position depending upon skin condition.
b. Clean and dry patient's skin.
c. Massage all bony prominences and reddened areas.
d. The student's findings agree with the instructor's findings with regard to any abnormal skin condition.

Given a patient in a long leg cast, or in traction, lotion, towel, soap, water, powder, and other necessary supplies, administer skin care to patient. The following criteria must be met:

a. Massage all reddened areas.
b. Reinforce any rough edges of cast.
c. Position patient in good body alignment.
d. Traction ropes hang free and provide adequate pull.
e. The student's findings agree with the instructor's findings with regard to impaired circulation and abnormal skin condition.

Given a patient with decubitus ulcers, lotion, towel, soap, water, powder, and other necessary supplies, administer skin care to patient. The following criteria must be met:

a. Massage all bony prominences and reddened areas.
b. Position patient in good body alignment, (off decubitus areas).
c. The students findings agree with the instructor's findings with regard to abnormal skin conditions.

LEARNING ACTIVITIES

1. READ about backrubs on page 249 in your text, Nursing Skills for Allied Health Services,

   (and/or) _____

2. VIEW the Trainex filmstrip "Bed Bath" noting the portion on giving a backrub,

   (and/or) _____

3. READ about special skin care on pages 444-460 in your text, Nursing Skills for Allied Health Services,

   (and/or) _____

4. COMPLETE Student Self-Check, TERMINOLOGY.

5. OBSERVE a demonstration on the proper procedure for positioning a patient on his/her side and the backrub,

   (and/or) _____

6. USING a mannequin or volunteer student to serve as a comatose patient, PRACTICE positioning patient from his/her back to the left side; then give a three-minute backrub,

   (and/or) _____

7. VIEW the Trainex filmstrip, "Care of the Patient in a Cast."

   (and/or) _____

8. REVIEW the difference in giving skin care to a patient with a cast or in traction from that of other patients,

   (and/or) _____

9. VIEW Trainex filmstrip, "Prevention and Treatment of Decubiti,"

   (and/or) _____

10. REVIEW Student Information, SITES FOR DECUBITI,

    (and/or) _____

11. OBSERVE a demonstration on decubitus care by your instructor,

    (and/or) _____

12. COMPLETE Student Self-Check, CARING FOR PATIENT'S SKIN.

13. COMPLETE the Post-test on pages 464–466 of your text, Nursing Skills for Allied Health Services,

    (and/or) _____

14. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Terminology

Read each definition and match it to the appropriate term. Using the word search puzzle following the terms and definitions, locate and circle each term. Terms may appear horizontally, vertically, diagonally, forward, or backward.

Definitions

1. a bed sore or pressure sore
2. a broken bone that has an accompanying skin wound
3. damage or abrasion to skin caused by chemical or burns
4. inability to retain urine or feces
5. to decay
6. the second layer of the skin
7. the outer layer of the skin
8. death of tissues due to lack of circulation
9. death of tissue from any cause
10. an arrangement of ropes, pulleys and weights that exerts a pulling force on a part of the body
11. a broken bone that does not have an accompanying skin wound
12. the changing from liquid form to vapor (steam)
13. triangular bone of the shoulder
14. relating to muscular skeletal system
15. a break in the soft tissues due to trauma (injury)
16. secretes a salty, colorless liquid
17. oil-secreting glands of the skin
18. flat bone at the base of the vertebrae
19. bluish color caused by decreased oxygen content in the blood
20. made of plaster of paris
21. swelling
22. _____ prominence
23. covering raw, uneven edges of a cast
24. opening of colostomy
25. acids and enzymes found in _____ glues

24

STUDENT SELF-CHECK (contd.)

Terminology

Terms

a. sacrum

b. necrosis

c. digestive

d. gangrene

e. sebaceous

f. stoma

g. petal

h. wound

i. dermis

j. sweat glands

k. epidermis

l. decompose

m. orthopedics

n. incontinence

o. scapula

p. bony

q. evaporation

r. cast

s. edema

t. excoriation

u. decubitus ulcer

v. traction

w. cyanotic

x. compound fracture

y. simple fracture

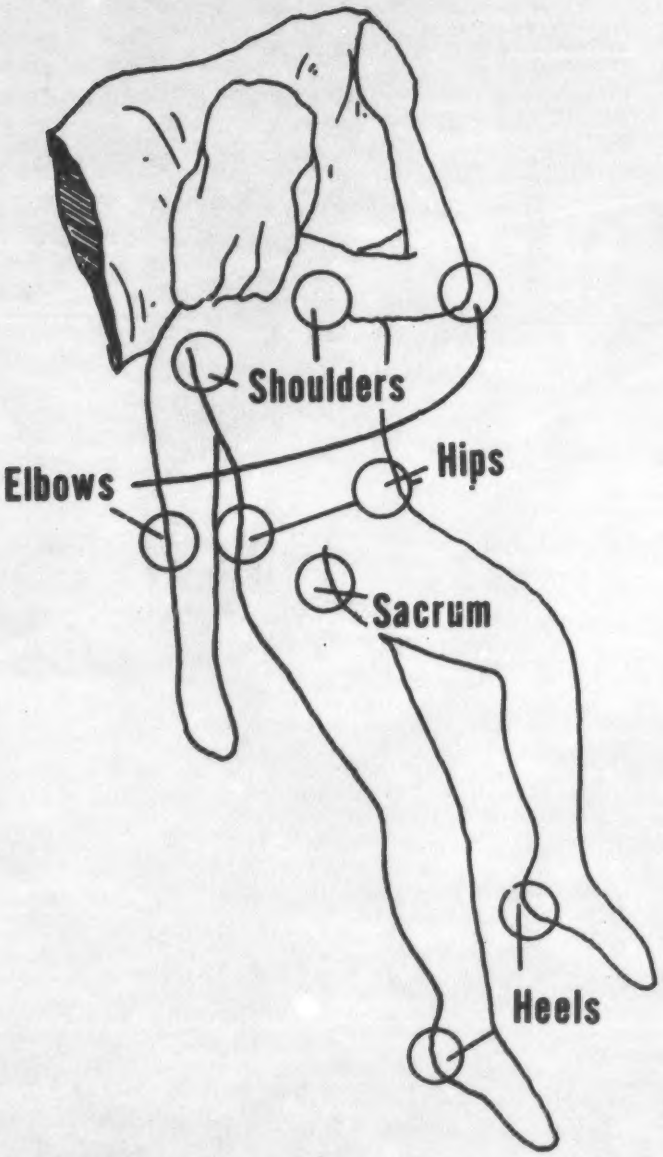
STUDENT SELF-CHECK (contd.)

Terminology

S I M P L E F R A C T U R E
A C D I G E S T I V E D E F
B O S W E A T G L A N D S G
C M S E B A C E O U S H I J
E P I D E R M I S K L M N R
V O A L U P A C S I M R E D
A U A M O T S O N P S C C Q
P N P E T A L O R C L S N T
O D U V W X I Y I U S Z E A
R F G F E T D D S C A S N B
A R H I C J E U K L C I I C
T A Q A P P T O N M R S T I
I C R S O I B O N Y U O N T
O T T H B E D E M A M R O O
N U T U W O U N D U V C C N
W R C G A N G R E N E E N A
O E X C O R I A T I O N I Y
D E C O M P O S E C A S T C

STUDENT INFORMATION

Sites for Decubiti



STUDENT SELF-CHECK

Caring for Patient's Skin

Read each statement and answer with the correct word or phrase. Record your response on a separate sheet of paper. Check your answers with the key.

1. List four of the functions of the skin

   a.
   b.
   c.
   d.

2. List three reasons a patient's position should be changed.

   a.
   b.
   c.

3. Bedsores are easier to _____ than _____ .

4. Incontinent patients should be treated with _____ and _____.

5. A patient's position should be changed at least _____.

6. What is the first sign of a pressure area?

7. While giving a backrub, common pressure areas to watch are _____ and _____.

8. Care of the skin for a patient in traction or a cast includes keeping it _____ and _____.

9. Name three signs of impaired circulation.

   a.
   b.
   c.

10. The most common pressure areas for a patient immobilized with a cast are:

    a.
    b.

11. Name the two major types of traction.

    a.
    b.

12. A new cast is left uncovered to allow it to _____.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, CARING FOR PATIENT'S SKIN.

Given soap, water, towel, back lotion, and powder, give a backrub to patient.

Given a comatose patient, lotion, towel, soap, water, powder, and any other necessary supplies, give skin care to patient.

Given a patient in a long leg cast or in traction, lotion, towel, soap, water, powder, and the other necessary supplies, administer skin care to patient.

Given a patient with decubitus ulcers, lotion, towel, soap, water, powder, and other necessary supplies, administer skin care to patient.

CARING FOR PATIENT'S SKIN

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of caring for patient's skin.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

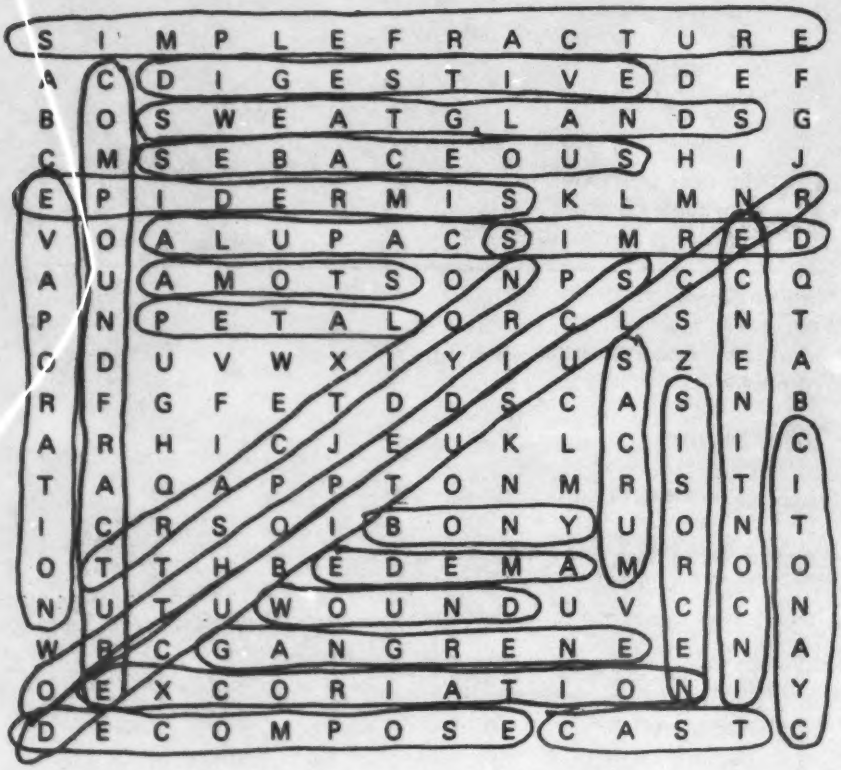
Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. When giving a back rub to a patient, the student:				
a. provided for privacy	[ ]	[ ]	[ ]	[ ]
b. adjusted patient's position	[ ]	[ ]	[ ]	[ ]
c. used circular motions	[ ]	[ ]	[ ]	[ ]
d. used long,smooth strokes	[ ]	[ ]	[ ]	[ ]
e. findings agreed with the instructor's findings with regard to any abnormal skin condition	[ ]	[ ]	[ ]	[ ]
2. When giving skin care to a comatose patient, the student:				
a. changed patient's position	[ ]	[ ]	[ ]	[ ]
b. cleaned and dried patient's skin	[ ]	[ ]	[ ]	[ ]
c. massaged all bony prominences and reddened areas	[ ]	[ ]	[ ]	[ ]
d. findings agreed with the instructor's findings with regard to any abnormal skin condition	[ ]	[ ]	[ ]	[ ]
3. When giving skin care to a patient in a long leg cast and/or traction, the student:				
a. massaged all reddened areas	[ ]	[ ]	[ ]	[ ]
b. reinforced any rough edges of cast	[ ]	[ ]	[ ]	[ ]
c. positioned patient in good body alignment	[ ]	[ ]	[ ]	[ ]
d. made sure all traction ropes hung free and provided adequate pull	[ ]	[ ]	[ ]	[ ]
e. findings agreed with the instructor's findings with regard to any abnormal skin condition	[ ]	[ ]	[ ]	[ ]
4. When giving skin care to a patient with decubitus ulcers, the student:				
a. massaged all bony prominences and reddened areas	[ ]	[ ]	[ ]	[ ]
b. positioned the patient in good alignment	[ ]	[ ]	[ ]	[ ]
c. positioned the patient off decubitus areas	[ ]	[ ]	[ ]	[ ]
d. findings agreed with the instructor's findings with regard to abnormal skin condition	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

Terminology

1. U
2. X
3. T
4. N
5. L
6. I
7. K
8. D
9. B
10. V
11. Y
12. Q
13. O
14. M
15. H
16. J
17. E
18. A
19. W
20. R
21. S
22. P
23. G
24. F
25. C



STUDENT SELF-CHECK KEY

Caring for Patient's Skin

1. a. acts as protective barrier against microorganisms
   b. is a sensory organ the enables the body to feel pain, pressure, and temperature
   c. shields body tissue from injury
   d. insulates against heat and cold
   e. aids in elimination of waste products
   f. helps produce Vitamin D for body use

   (4 of 6)

2. a. to relieve pressure
   b. to provide comfort
   c. to prevent contractures

3. prevent, cure

4. kindness, understanding, dignity, and respect

   (2 of 4)

5. every 2 hours

6. redness of the skin

7. sacrum, shoulders, and hips

8. clean, dry

9. a. coldness
   b. paleness or cyanosis
   c. numbness
   d. burning or tingling
   e. edema or swelling

10. a. top and bottom edges of a cast
    b. over any bony prominence

11. a. skin
    b. skeletal

12. dry

GIVING ORAL CARE

INTRODUCTION

Oral care is often a neglected aspect of hygiene, especially while the patient is in the hospital. Ideally, the patient should be offered mouth care before breakfast, after meals, and at bedtime. Most patients will not want mouth care this often but it should be offered. If the mouth is not clean, germs entering the body may cause an infection. A patient that is sick often has a bad taste in his/her mouth and this may keep him/her from eating. Often patients will be able to perform their own mouth care with a small amount of assistance from you. There will be other patients that are too sick and may be completely dependent upon you for their oral care. You will also encounter the patient that has dentures and they may or may not be able to care for them. In this module you will learn to assist with oral care for those that can help themselves as well as those who cannot.

DIRECTIONS

In order to complete this module you will need a towel, toothbrush, toothpaste, emesis basin, dentures, applicators, 4 x 4 gauze, and towels.

Before you start to work on this module, be sure you have completed the modules entitled, "Washing Hands" and "Giving the Patient a Bath."

Read the objective. If you think you are already able to perfrom this task, read the Check-Out Activity. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVES

Given a situation in which oral hygiene is needed, assist a conscious bed patient with oral hygiene. The oral cavity must be thoroughly cleaned.

Given petroleum jelly, mouth swabs, patient's oral hygiene supplies and a helpless patient, give complete mouth care to the patient. The oral cavity must be thoroughly cleaned.

Given a situation where denture care is needed, toothbrush, toothpaste and a basin, clean the dentures. Dentures must be thoroughly cleaned and not dropped.

LEARNING ACTIVITIES

1. READ about mouth care on pp. 242-245 of text, Nursing Skills for Allied Health Services,

   (and/or) _____

2. READ Student Information, ORAL CARE,

   (and/or) _____

3. VIEW Trainex filmstrip, "Oral Hygiene,"

   (and/or) _____

4. COMPLETE Student Self-Check, TERMINOLOGY.

5. ASSIST a fellow student with mouth care,

   (and/or) _____

6. PRACTICE with another student the procedure of giving mouth care to a helpless patient,

   (and/or) _____

7. PRACTICE denture care with dentures in the practice setting. Use the procedure on pp. 244-245 of your text, Nursing Skills for Allied Health Services,

   (and/or) _____

8. COMPLETE Student Self-Check, GIVING ORAL CARE.

9. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Oral Care

Oral hygiene (care of the mouth and teeth) should be performed at least three times a day. Many people are used to taking care of their own personal needs and should be allowed to do their own mouth care if they are able. Often you will have to cleanse the mouth of a helpless patient and this requires special oral care. A patient who has a high temperature, who breathes with his mouth open or who is unconscious may require more frequent mouth care. Frequent cleansing of the mouth and teeth will help prevent caries (tooth decay) and halitosis (bad breath).

STUDENT SELF-CHECK

Terminology

On a separate sheet of paper, match the words in Column A to their definitions in Column B. Check your answers against the key.

Column A

1. caries
2. dentures
3. halitosis
4. lubricant
5. oral hygiene

Column B

A. artificial teeth
B. tooth decay
C. care of mouth and teeth
D. bad breath
E. reduces friction

STUDENT SELF-CHECK

Giving Oral Care

Read each question and answer it with the correct phrase. On a separate sheet of paper, record your responses. Compare your answers with the key.

1. Why is oral hygiene important?
2. How are dentures kept when the patient is not wearing them?
3. Why is it a good idea to wash dentures over an emesis basin?
4. When should the patient be offered the opportunity for oral care?
5. When giving oral hygiene to a helpless patient, what is the applicator used for?
6. Why should you use a very small amount of liquid in the mouth of an unconscious patient?

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finsih this module. As you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, GIVING ORAL CARE.

Given a situation in which oral hygiene is needed, assist a conscious bed patient with oral hygiene.

Given petroleum jelly, mouth swabs, patient's oral hygiene supplies and a helpless patient, give complete mouth care to the patient.

Given a situation where denture care is needed, toothbrush, toothpaste and a basin, clean the dentures.

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of giving oral care.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. When assisting a conscious bed patient with oral hygiene:				
The oral cavity was thoroughly cleaned.	[ ]	[ ]	[ ]	[ ]
2. When giving complete mouth care to a helpless patient:				
The oral cavity was thoroughly cleaned.	[ ]	[ ]	[ ]	[ ]
3. When giving denture care to a set of dentures:				
a. The dentures were thoroughly cleaned.	[ ]	[ ]	[ ]	[ ]
b. The dentures were not dropped.	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

Terminology

1. B
2. A
3. D
4. E
5. C

STUDENT SELF-CHECK KEY

Giving Oral Care

1. help prevent tooth decay and bad breath
2. kept in a container at the bedside with the patient's name on it
3. in case they are dropped, the basin will break the fall
4. before breakfast, after all meals and at bedtime
5. to thoroughly clean the inside of the mouth, the cheek side, the roof of the mouth, the teeth and the tongue
6. the patient cannot spit it out

ASSISTING PATIENTS IN DRESSING AND UNDRESSING

INTRODUCTION

The nursing assistant will often be needed to help patients dress and undress. The patient may be a small child who does not know how to dress, an injured teenager who cannot coordinate movements, or an elderly invalid who is totally immobile.

The manner in which you assist patients while dressing or undressing has a direct effect on their need for privacy, comfort, and acceptance. Your skill and positive attitude can help to relieve the apprehensive feelings of patients. In this module you will learn how to dress and undress patients.

DIRECTIONS

In order to complete this module you will need hosiptal gowns and/or pajamas, teaching doll and diaper.

Before you start to work on this module, be sure you have completed the module entitled, "Washing Hands."

Read the objective. If you think you are already able to perform this task, read the Check-Out Activity. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVES

Given a newly admitted patient, assist him/her to remove street clothes and dress in a hospital gown or pajamas. This procedure should be carried out without injury or discomfort, and the patient should be insured privacy.

Given a helpless or weak patient, give total assistance in removing a hospital gown and replacing it with a clean one. The patient must be given privacy during the procedure, and it must be performed without undue discomfort or injury.

LEARNING ACTIVITIES

1. READ about dressing and undressing patients in your text, Nursing Skills for Allied Health Services, pp. 216-227.

   (and/or) _____

2. COMPLETE Student Self-Check, TERMINOLOGY.

3. OBSERVE a demonstration given by your instructor on the procedure for dressing and undressing patients.

   (and/or) _____

4. PRACTICE with another student the procedure for putting on and taking off a cardigan-type hospital gown and trousers. Follow the procedure listed in Nursing Skills for Allied Health Services, p. 228.

   (and/or) _____

5. PRACTICE with another student the procedure for removing street clothes and dressing in a hospital gown or pajamas. Refer to procedure on pp. 230-231 in Nursing Skills for Allied Health Services.

   (and/or) _____

6. PRACTICE diapering and dressing a doll. Have another student observe your work and evaluate it.

   (and/or) _____

7. COMPLETE Student Self-Check, DRESSING AND UNDRESSING PATIENTS.

8. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Terminology

Read each definition and match it to the appropriate term. Using the word search puzzle on the following page, locate and circle each term. Terms may appear horizontally, vertically, diagonally, forward, or backward.

Definitions:

1. decreased function of the brain
2. farther away
3. gradual process of growth and development
4. slower than normal development of the brain
5. condition following surgery
6. condition of the patient immediately before surgery
7. the near side
8. prolonged unconsciousness

9. a break; being broken
10. permanent contraction of a muscle
11. an appliance that supports a specific part of the body
12. arms, legs, hands, feet
13. type of gown that completely opens from the neck to the bottom in the back or front
14. type of gown which has short, incomplete opening in front, back, or side
15. similar to pants but pinned to fit around the hips
16. loss of motion or sensation in part of the body
17. sudden, severe attack, usually refers to accident in circulating system of brain

Terms:

a. paralysis
b. cardigan
c. diaper
d. brain impairment
e. maturation
f. postoperative
g. proximal
h. fracture
i. brace
j. stroke
k. extremity
l. contracture
m. coma
n. preoperative
o. mental retardation
p. distal
q. pullover

STUDENT SELF-CHECK

Terminology

B R A I N Z B R A C E

I M P A I R M E N T O

E X O Y A S E T L M P

V N S W V T N A R Q U

I A T S X R T R S T L

T G O I E O A D O M L

A I P S R K L A P A O

R D E Y U E L T M T V

E R R L T M E I F U E

P A A A C N X O R R R

O C T R A O T N A A R

E Q I A R O R P C T E

R U V P T G E H T I P

P X E F N Q M I U O A

Y Z A M O C I J R N I

A C E B C D T K E L D

D I S T A L Y P N O M

STUDENT SELF-CHECK

Dressing and Undressing Patients

Read the following questions and choose the correct answer. Record your response on a separate sheet of paper. Compare your answers with the key.

1. Which of the following physical conditions limit body movement?

   a. coma
   b. paralysis
   c. pain
   d. all of the above

2. Which one of the following is a psychological factor that may restrict body movement?

   a. fracture
   b. depression
   c. blindness
   d. contracture

3. Which one of the following types of clothing is easiest to put on a patient?

   a. pants-type
   b. pullover-type
   c. cardigan-type
   d. diapers

4. When assisting an adult who has limited movement in one arm,

   a. use pants-type clothing
   b. use diapers
   c. dress the affected arm first
   d. dress the affected arm last

5. When changing a patient's hospital gown, what is the first step?

   a. approach and identify patient
   b. wash hands
   c. provide for privacy
   d. remove soiled gown

6. The easiest way to assist a patient with elastic stockings is to:

   a. ask the patient to put them on without assistance
   b. turn the stockings inside out
   c. cut the heel of the stocking out
   d. roll the stockings up the leg using garter belts

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, ASSISTING PATIENTS IN DRESSING AND UNDRESSING.

Given a newly admitted patient, assist him/her to remove street clothes and dress in a hospital gown or pajamas.

Given a helpless or weak patient, give total assistance in removing a hospital gown and replacing it with a clean one.

ASSISTING PATIENTS IN DRESSING AND UNDRESSING

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of assisting patients in dressing and undressing.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

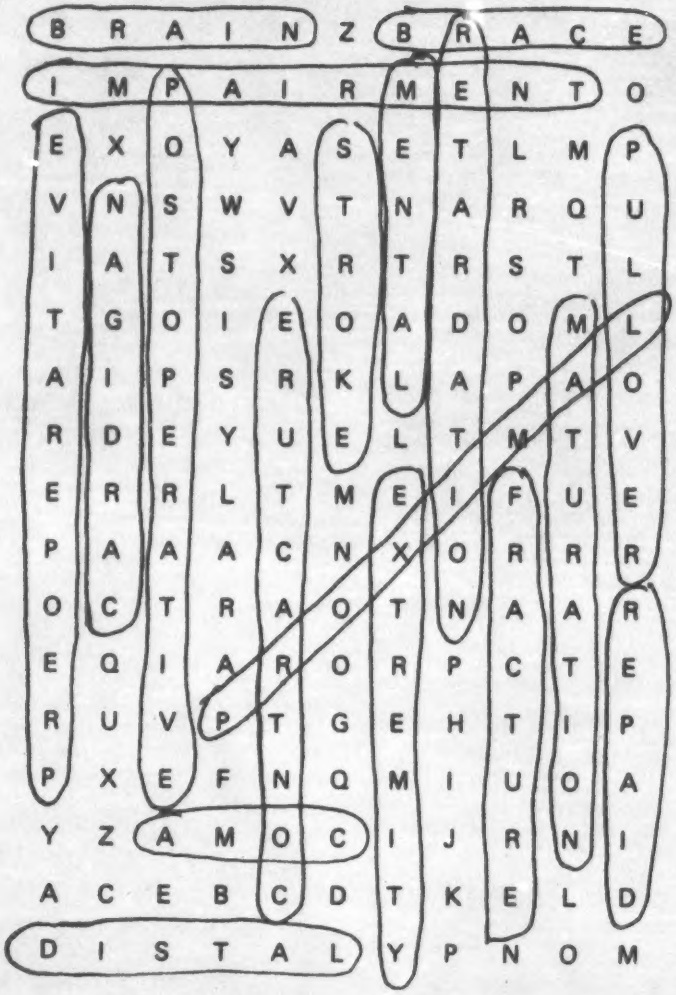
Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. When assisting a newly admitted patient to remove street clothes and dress in a hospital gown or pajamas, the student:	[ ]	[ ]	[ ]	[ ]
a. insured privacy for the patient during the procedure b. performed the procedure without undue injury or discomfort to the patient	[ ]	[ ]	[ ]	[ ]
2. When giving total assistance in changing a hospital gown and replacing it with a clean one, the student:	[ ]	[ ]	[ ]	[ ]
a. made a special effort to give the patient privacy during the procedure b. performed the procedure without undue injury or discomfort to the patient	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

Terminology

1. D
2. P
3. E
4. O
5. F
6. N
7. G
8. M
9. H
10. L
11. I
12. K
13. B
14. Q
15. C
16. A
17. J



STUDENT SELF-CHECK KEY

Dressing and Undressing Patients

1. D
2. B
3. C
4. C
5. B
6. B